

SUSTAINABILITY IN MANAGEMENT EDUCATION: THE INFLUENCE OF CONTEXTUAL, ORGANIZATIONAL AND CURRICULAR ELEMENTS

A TEMÁTICA SUSTENTABILIDADE NA FORMAÇÃO EM ADMINISTRAÇÃO:
A INFLUÊNCIA DE ELEMENTOS CONTEXTUAIS, ORGANIZACIONAIS E
CURRICULARES

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PAOLA SCHMITT FIGUEIRÓ *paolaadm@gmail.com*

GUILHERME FROZZA FELIX DA SILVA

ARIANA RAQUEL PHILERENO

FEEVALE UNIVERSITY

ABSTRACT

This research places higher education as a key element in promoting action and change. The focus is on the formation of managers based on the assumption that organizations and their actors are essential to promote positive impacts on society. In this context, this article proposes to answer the following question: How can contextual, organizational and curricular elements contribute to the presence of the theme “sustainability” in higher education in Business? The general objective of this research involves analyzing to what extent contextual, organizational and curricular elements collaborate to higher education in Business from the perspective of Sustainability. To this end, a qualitative case study was conducted at a private university in the state of Rio Grande do Sul. Data collection was divided into four stages considering: detailed analysis of teaching Plan, interviews with key actors in the institution’s management, focus group with students, questionnaire with students from the final semesters of the course, and secondary data present on the institutional website and in internal documents of the institution. The main results show that there is an institutional movement that emerges mainly from the community aspect of the University and from external evaluations. There are social and environmental practices, but HEI is perceived more from the perspective of innovation rather than sustainability. The Business curriculum has undergone changes that include the insertion of subject-specific disciplines, which meets the demands expressed by students.

Keywords: Sustainability Education. Higher education. Business School. Management.

RESUMO

Este artigo traz a educação superior como elemento-chave para promover ação e mudanças. O enfoque é a formação de gestores partindo do pressuposto de que as organizações e seus atores são essenciais para promover impactos positivos na sociedade. Nesse contexto, este artigo propõe-se a responder ao seguinte questionamento: de que maneira elementos contextuais, organizacionais e curriculares podem colaborar para a presença da temática sustentabilidade na formação superior em Administração? Assim, o objetivo geral envolveu analisar em que medida elementos contextuais, organizacionais e curriculares colaboram para a formação superior em Administração sob a perspectiva da sustentabilidade. Para tanto, foi realizado um estudo de caso de cunho qualitativo em uma universidade privada do Rio Grande do Sul. A coleta de dados foi dividida em quatro etapas, considerando: análise detalhada dos planos de ensino das disciplinas, realização de

entrevistas com atores-chave na gestão da instituição, grupo focal com estudantes, aplicação de questionário a estudantes dos últimos semestres do curso e dados secundários presentes no site institucional e em documentos internos da instituição. Os principais resultados mostram que existe um movimento institucional que emerge principalmente da característica comunitária da Universidade e das avaliações externas. Existem práticas socioambientais, mas a IES é percebida mais sob a perspectiva da inovação e não da sustentabilidade. O currículo da Administração sofreu mudanças que incluem a inserção de disciplinas específicas das áreas, o que vai ao encontro da demanda manifestada pelos estudantes.

Palavras-chave: Educação para a sustentabilidade. Ensino superior. Administração.

INTRODUCTION

Despite the reduction in fertility rates in some countries, the world population currently amounts to around 7.6 billion people and this number may reach 9.8 billion in 2015 (UN, 2017). In this scenario, the impact of human life on Earth and all the infrastructure needed to support such volume, and the minimization of the negative impacts already caused by “evolution”, must be considered. It is increasingly urgent to invest in planning and innovations that address sustainability and, therefore, the intertwining of environmental, social and economic aspects. In order to do so, scholars must address topics such as sanitation, education, health care, social vulnerability, urban mobility, deforestation, pollution, security, inclusion, employability, immigration, among other topics. There are numerous and urgent demands but the intention is not to list them at this time, but to draw attention to the need for action.

It is in this scenario that this research presents itself, specifically bringing higher education as a key element for promoting action and change. It is assumed that organizations, their managers and other actors involved in decision-making processes are essential for the promotion of positive change, either with micro and / or macro level impacts. However, the biggest challenge lies with existing standards. The mindset whose focus comes down to profit at any cost has been (and still is) the mainstream of many organizations and of the education in this field, making the path toward a vision that encompasses sustainability in the processes of decision making, even more challenging and devious.

Sustainable companies have greater competitive advantage because they recognize that the awareness of their actions and their impacts on society or nature may be the key to long-term value generation (TERCEK; ADAMS, 2014). This view has been gaining traction, despite the slow steps. It is still necessary to reinstitutionalize models, norms, myths and values that today no longer meet the wishes of society [and the Planet] (MUCK; SOUZA; ZAGUI, 2012). Cultural changes are needed in organizational structures and also in educational institutions. Sustainability assumptions

need to be discussed at all levels of education in order for us to develop critical, sensitive and empathic actions, associated with the technical knowledge already present in the curriculum bases.

With the end of the International Decade of Education for Sustainable Development (2005 - 2014) promoted by UNESCO, the theme gains new strength and visibility with the 2030 Agenda for Sustainable Development which proposes 17 Sustainable Development Goals (SDGs), in a total of 169 objectives (UN, 2015), which mostly involve direct or indirect consequences arising from educational processes. Education is important for all 17 goals, considering that sustainability represents an educational challenge for humanity, with greater emphasis on [process of] learning than teaching (BELL, 2016). Also in this context, it is worthwhile to note that an important initiative that was born with the “UNESCO Decade” is the Teaching and Learning for a Sustainable Future program that offers professional development for current and future teachers and other education professionals around the world (UNESCO, 2019).

The final document of the United Nations Conference on Sustainable Development (Rio + 20), held in 2012, recommended that educational institutions adopt good environmental management practices, with the active participation of students, teachers and local partners, as well as Thematic contents to be taught in various disciplines, based on an integrated and cross-curricular approach. In Brazil, one of the initiatives was the establishment of National Curriculum Guidelines for Environmental Education, at the basic and higher levels, through *Resolution of the Conselho Nacional de Educação - CNE* (National Education Council) (MEC, 2012). Currently, Environmental Education is explicit in one of the evaluation indicators of undergraduate courses either in person or online (INEP, 2019b).

With emphasis in the area of Business, we highlight the Principles for Responsible Management Education (PRME) which aims to continuously improve educational institutions with the focus of preparing the new generation of managers so they are able to manage major challenges encountered in the 21st Century. In Brazil, there are currently 28 registered institutions (PRME, 2018). In the academic field, considering busi-

ness research, space and interest are also gaining strength and legitimacy, with special magazine calls and book launches. Another indication is that the theme “Education for Sustainability in Business and Accounting” was recently included in the academic division of Teaching and Research of ANPAD - *Associação Nacional de Pós-Graduação e Pesquisa em Administração* (National Association of Graduate Studies and Research in Business)

Regarding business schools in Brazil, the most recent data indicate that, considering the in-person and on-line programs, there are 4,945 Higher Education Institutions (HEIs), of which 654 are public and 4,291 are private. In 2016 alone, considering the different emphases related to management, there were approximately 240,750 graduating students (INEP, 2017). These numbers demonstrate the importance and impact that can be generated by bringing sustainability closer to business schools.

Given the above, the present research seeks to answer the following question: How can contextual, organizational and curricular elements contribute to the presence of the theme sustainability in higher education in Business? Thus, the general objective is to analyze to what extent contextual, organizational and curricular elements collaborate for higher education in Business from the perspective of Sustainability. To this end, a case study was conducted in a private University located in Rio Grande do Sul, with a qualitative approach and data collection divided into four stages: (i) analysis of the Teaching Plans of the subjects of the Business School, (ii) conducting interviews with key actors in the institution’s management, (iii) applying a questionnaire to students enrolled in the final semesters, and (iv) focus group conducted with students at the end of the course. In addition, information accessed on the institutional website and internal documents made available by the institution were consulted. For data analysis, a content analysis technique was adopted. Next, there is the theoretical framework, basis for data collection and analysis, followed by methodological procedures, analysis and discussion of results and final considerations.

SUSTAINABILITY EDUCATION AND BUSINESS SCHOOL

Changes in society over time result from the economic system that governs it. Modernity has changed society and eventually brought up the need for a good interaction between people and the environment that supports them, bringing a completely different meaning to social life (MUNCK; SOUZA; ZAGUI, 2012). In this scenario, with the perception of the depletion of natural resources, for example, there is also the need for organizations to rethink their development postures “at any cost” and, since then, there has been an increase in a slightly more sensitive and dynamic posture regarding changes (KUZMA et al., 2016). There is an urgent need to address sustainability challenges and explore new ways of operating, researching and also innovating, enabling society to be able to respond to these challenges (TASSONE et al., 2018).

Higher education, more specifically business administration, must accompany this process of change. But since the beginning of formal studies in undergraduate business studies in Pennsylvania in 1881 (first formal business school), the lessons on how to run a business are based on profitability. In Brazil, according to Alves (2016), the studies of the business administration began in 1940, in a post World War II period and, for this reason, the main objective was the search for economic restructuring, progress and intensification of production, without considering the negative impacts generated. This was the pattern that guided the entire dynamics of management education.

However, seeking a more sustainable world requires the transformation of the ethical and moral values of society and organizations. It is understood that this change of standard is only possible through education, making it an instrument to address environmental and social aspects (PETARNELLA; SILVEIRA; MACHADO, 2017; PIDLISNYUK, 2010; GADOTTI, 2008). Obviously, education should not be viewed as a “panacea” that will solve all existing ethical problems in the world, but can become a space for guidance, interaction and experiences that produce cognitive and affective changes in individuals (SETÓ-PAMIES; PAPAIOKONOMOU, 2016).

Currently, the concern with the environment and social issues is present even in the Brazilian educational legislation - National Curriculum Guidelines for Environmental Education (MEC, 2012). However, a point highlighted by Petarnella, Silveira and Machado (2017) is that policies that integrate education and sustainability are almost nil and there are few strict legislations on the subject. In Brazil, in 2004, the Sinaes - *Sistema Nacional de Avaliação da Educação Superior* (National Higher Education Evaluation System), was created to analyze student institutions, courses and performance, assessing all aspects that revolve around these axes, such as: teaching, research, extension, social responsibility, student performance, institution management, faculty, and facilities. Sinaes gathers information from the *Exame Nacional de Desempenho de Estudantes - Enade* (National Student Performance Exam), and from institutional and course evaluations (INEP, 2019a).

It is relevant to consider Sinaes in this discussion, given that one of the dimensions taken into account in the institutional assessment is the social responsibility of HEIs. Another reason is because student evaluation is performed via Enade, whose main objective is to evaluate student performance in relation to the competences developed during their degrees. Thus, the questions on the test represent an indication of the type of education that is taking place (INEP, 2019a). As for the evaluation of undergraduate courses, both for the recognition of the course and for its renewal, an instrument that contemplates three dimensions is used: didactic-pedagogical organization, faculty and staff, teaching and infrastructure (INEP, 2019b).

The first dimension is the one that considers more elements related (directly or indirectly) to the presence of sustainability in education. This dimension presents indicators of the adequacy of the didactic-pedagogical practices of teaching, research and extension to the professional profile of the egress in the Pedagogical Project of the Course (PPC). In one of the indicators, attention is given precisely to a professional profile that takes into account competences aligned with the new demands presented by the world of work (INEP, 2019b), which may be intrinsically related to social and environmental issues. In line with this, the evaluation indicator called

“curriculum content” is directly related to Sustainability, as it considers for a maximum score:

The curriculum contents, contained in the PPC, promote the effective development of the professional profile of the egress, considering the update of the area, [...] **the approach of relevant contents to the policies of environmental education, human rights education and ethnic-racial relationship education** and the teaching of Afro-Brazilian, African and indigenous history and culture, differentiate the course within the professional area and induce contact with recent and innovative knowledge (INEP, 2019b, p.11, emphasis added).

In this perspective, Pontes et al. (2015) reinforce that, although sustainability is already inserted in the context of some educational organizations, either in curricula or other management practices, its presence needs expansion. Moreover, what is questioned is the way such insertion is being conducted. Although the effort to expand the presence of sustainability in social and educational discussions and movements is remarkable, many managers believe they are not prepared to address social and environmental issues within organizations. This problem may be linked to the fact that today the theme is still “superficially” addressed in teaching (FIGUEIRÓ, 2015; SHARMA; HART, 2014; CARVALHO; BRUNSTEIN; GODOY, 2014), disregarding the importance of a critical and reflective teaching and learning process of education. (LESSA; SPIER; NASCIMENTO, 2018; BRUNSTEIN; SAMBIASE; BRUNNQUELL, 2018) and often understood only from the environmental (technical) perspective or mere compliance with legislation (DEMAJOROVIC; SILVA, 2012; RICHTER; SCHUMACHER, 2011; BENN; DUNPHY, 2009).

More importantly, in the area of management, Sustainability assumes “a strategic character, which involves the formation of a vision of society and the world in a long term perspective” (KUZMA et al., 2016, p.152). Thus, incorporating sustainability into business practices is quite complex and challenging. In this sense, Petrini and Pozzebon (2010) propose a conceptual model that highlights several determining factors in this

process and involves an interconnection of categories including the vision, structure and organizational mechanisms. In this line of reasoning, from the perspective of Marcon and Sorinao-Sierra (2017), the adoption of sustainable attitudes by organizations presupposes a cultural change so that even sustainable development becomes part of corporate strategy. Thus, it is assumed that organizations need professionals whose knowledge and skills allow a systemic look and are able to articulate a change of organizational culture aiming at the insertion of sustainable practices. Therefore, the context in which the academic community is inserted exerts considerable influence on its practices (ENGLUND; OLOFSSON; PRICE, 2018). As educational institutions and their teachers begin to rethink their roles as agents of change, it will be possible to include sustainability in education and thus bring it to organizations (BRUNSTEIN; GODOY; SILVA, 2014). However, “reconciling the principles of sustainable development with educational management practices is a challenge as it requires the awareness and commitment of all actors involved in the process” (PONTES et al., 2015, p.85). In addition, the importance of evaluating practices should also be considered, analyzing what works and what does not, as well as the reasons and in what context they are inserted (KOEHN; UITTO, 2014).

But despite the difficulties, whether organizational, pedagogical, conceptual or even behavioral (FIGUEIRÓ; NASCIMENTO, 2018; FIGUEIRÓ; RAUFFLET, 2015; KURUCZ; COLBERT; MARCUS, 2013; THOMAS; HERGARTY; HOLDSWORTH, 2012), some Brazilian higher education institutions present initiatives that reflect concerns in the formation of future managers (FRANCO et al., 2015; SCHUTEL, 2015; PALMA; ALVES; SILVA, 2013). However, the initiative as well as their continuity often depends on a few actors, usually teachers whose profile and academic background contribute to their interest in the subject and consequent stimulation with the course and institution. It is in this dependence that lies one of the main challenges of the relationship between education and sustainability, as many teachers may not feel capable to work with the subject, and this is directly related to their personal effort to make the practice happen (RICHTER; SCHUMACHER, 2011; DAVIS et al., 2003). Professional

educators are not always prepared to show new managers how to act in this constantly changing new market, and so the topic of sustainability often remains subdued.

Another point that deserves mention is the teaching and learning processes that surround sustainability, in all its spheres. Respect for life, the environment, people, future generations, and the planet cannot be taught only passively in classrooms. There is a duty to stimulate learning processes that involve individuals and make them reflect on their actions and decisions, having an understanding of life in society (FIGUEIRÓ, 2015). This challenge gains strength as, since a certain worldview associated with selfish, profitable and opportunistic beings (neoclassical view) is already incorporated, they would be more inclined to understand and learn topics confirming these beliefs (LESSA; SPIER; BIRTH, 2018). Thus, it is imperative that teaching Sustainability requires a shift from a traditional teacher-centered approach to a student-centered approach (ERSKINE; JOHNSON, 2012; RICHTER; SCHUMACHER, 2011).

A more dynamic learning process can be achieved in different ways. The most common strategies in the literature are: (1) Cases; (2) Project-Based Learning, (3) Problem-Based Learning, (4) Experiential Learning; (5) Service Learning, (6) Social Learning, and (7) Situated Learning. The common denominator of these strategies is that they promote, to varying degrees, a shift from a content-centric to a more student-centric curriculum to educate responsible citizens and promote the development of skills such as problem solving and critical thinking (ANDERBERG et al., 2009).

In this regard, the importance of formalizing extension projects in HEI (BROSTRÖM; FELDMANN; KAULIO, 2019) is emphasized, encouraging learning generated outside the classroom (SETÓ-PAMIES; PAPAIOKONOMOU, 2016). In other words, it is the so-called Service Learning (SL), whose learning is generated from the active participation of students in generally community-oriented services (CNCS, 2017). SL is gaining popularity in business schools by complementing traditional approaches, as it is able to capture dimensions of social responsibility while reinforcing academic learning (YORIO; YE, 2012).

KEY ASPECTS FOR THE INTEGRATION OF SUSTAINABILITY IN EDUCATION

It can be said that the challenges mentioned throughout this framework integrate the interdependent relationship presented by Kurucz, Colbert and Marcus (2013) between four operational dimensions of management education - contextual, organizational, curricular and pedagogical. The contextual dimension focuses on the management education systems and the cultural norms that support their existence. The organizational dimension of the HEI includes the management style and governance structure present. The curriculum dimension involves the content and design of the program and the subjects. Finally, the pedagogical dimension focuses on teaching methods applied in the classroom (KURUCZ; COLBERT; MARCUS, 2013).

From this perspective, and taking into consideration other studies that discuss these dimensions or levels of analysis about the presence of the theme Sustainability in management education (SETÓ-PAMIES; PAPAIOIKONOMOU, 2016; FIGUEIRÓ; RAUFFLET, 2015; JABBOUR, 2010), Figueiró (2015) proposed and validated an analytical structure involving 58 elements distributed in different categories, according to the configuration and description in Table 1.

Table 1 Categories and elements of analysis in the contextual, organizational, curriculum and pedagogical dimensions

	Categories	Description	Analysis Elements
Contextual Dimension	Government	Influence of legal requirement to changes.	<ul style="list-style-type: none"> • National Curriculum Guidelines for Environmental Education - CNE; • Institutional Evaluation - Sinaes / INEP; • Announcements of projects on the subject.
	Demand Perception	Other external influences exerting pressure for change.	<ul style="list-style-type: none"> • Student demand; • Demand from companies and partners; • Demand from society.
	HEI nature	Influence of normative and cultural issues in the performance of HEIs.	<ul style="list-style-type: none"> • Public nature; • Private nature.
	Geographic location	Influence of the characteristics of the region.	<ul style="list-style-type: none"> • Regional development; • Regional culture.
Organizational Dimension	Organizational structure	Profile and organizational planning.	<ul style="list-style-type: none"> • Administrative routines; • Internal communication; • Encouraging interaction between departments; • Turnover; • Stability in office; • Predisposition to innovate.
		Environmental Management System: whether the existence of sustainability-related routines interferes with teaching.	<ul style="list-style-type: none"> • Offering courses for the academic community; • Reuse Practices; • Recycling Practices; • Reduction Practices.
	Supporting Challenges	Institution incentive to change.	<ul style="list-style-type: none"> • Top-down requirement; • Commitment of the institution; • Release of financial resources; • Offer of continuing education; • Performance indicators; • Role of course coordination.
	Behavioral Challenges	Motivators and personal obstacles to change.	<ul style="list-style-type: none"> • Commitment; • Interest in the theme; • Interest and participation in projects on the subject; • Resistance to change; • Confidence to teach; • Time and effort (extras).

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Curricular Dimension	Nature of the discipline	If so, how the subject(s) is/ are offered to students.	<ul style="list-style-type: none"> • Compulsory discipline; • Elective discipline.
	Presence in the curriculum	How sustainability is present in the curriculum.	<ul style="list-style-type: none"> • Discipline (isolated discipline); • Cross-disciplinary (transverse); • Interdisciplinary; • Multidisciplinary; • Transdisciplinary.
	Extension	Extension projects related to Sustainability.	<ul style="list-style-type: none"> • Partnership with the private sector; • Partnership with the public sector; • Partnership with civil society.
	Research	Presence of research lines on the theme sustainability.	<ul style="list-style-type: none"> • Direct research line; • Indirect research line; • Research group.
Pedagogical Dimension	Classroom strategy	How sustainability is present in the classroom (teaching practices).	<ul style="list-style-type: none"> • Active Learning: <ul style="list-style-type: none"> Cases; Project-based learning; Problem-based learning; • Experiential Learning: <ul style="list-style-type: none"> Service learning; • Social learning; • Situated Learning.
	Course Capacity	Influence of student numbers on classroom activities.	<ul style="list-style-type: none"> • Number of students in the classes and teachers' perception.
	Undergraduate Thesis (TCC) Guidance	Opportunity to guide research on sustainability.	<ul style="list-style-type: none"> • Teacher has had the opportunity to advise on the topic (directly or indirectly); • Professor has never been invited to advise on the topic.
	Teacher training	If the theme Sustainability was part of the teacher's career.	<ul style="list-style-type: none"> • Presence of the theme in its formation; • Understanding and security to teach.

Source: Adapted from Figueiró (2015) and Figueiró e Nascimento (2018).

It is assumed that broadening the understanding of these elements can be a strategic driver for HEIs. It is worth mentioning that the focus of this research, as well as the validation of the analytical structure considered

here, was the undergraduate degree in Business. However, this framework of analysis can be adapted and applied to any course and level of education. Given the above, this research intends to serve as a background for the presence of the theme sustainability to be evaluated and, from this, can provide subsidies for an effective integration in the curricula and practices of educational institutions. The following are the methodological procedures used to achieve the objective set.

METHODOLOGICAL PROCEDURES

The proposed objective characterizes the present research as descriptive, based on a qualitative case study, from the perspective of Yin (2010). The unit of analysis consisted of the Business School of a private university, located in the Vale dos Sinos region, in the state of Rio Grande do Sul. The planning and execution of data collection took place in four stages, considering the elements shown in Table 1.

Thus, in the first stage, with emphasis on the curriculum dimension, the Teaching Plans of the 75 subjects that compose the curriculum of the Business School were analyzed, with the objective of identifying which of these address sustainability, directly or indirectly. Seventy-two subjects were considered, as three options for Complementary Management Training have not yet been offered due to lack of adherence, they are: Process Management, Interorganizational Relations and Social Responsibility and Ethics, the latter with an explicit direct relationship with sustainability.

In the process of searching with the Summaries, Objectives and Learning Programs of each Teaching Plan, the following keywords were used: Sustainability, Sustainable Development and Social-Environmental - Social/Environmental. It is noteworthy that, from a careful reading of the Plans in full, notes on the presence of other related terms, such as nature, ethics, green, waste, recycling, reverse logistics, conscious consumption, and such, were taken.

The second stage included four interviews based on a semi-structured script specific to each respondent. The following professionals were interviewed: dean of education (DE), administrative coordinator of the Own Committee of Evaluation (CCPA - Comissão Própria de Avaliação), engineer responsible for the Internal Group on Environmental Management (EGA - Grupo Interno de Gerenciamento Ambiental), and administration of the Business School (BS). In the analysis of the results the abbreviations mentioned will be used to refer to each of the interviewed participants.

In the third stage of data collection, questionnaires were applied to students regularly enrolled in the final semesters (7th and 8th) of the Busi-

ness degree. The questionnaire was designed considering the interest in verifying the students' perception about the presence of the sustainability theme during their degrees, as well as if the group felt prepared to act or propose projects in this area. Data from previous phases (teaching plans and interviews) were also considered and the validation was performed by a specialist researcher.

In this configuration, at the time of data collection, there were a total of 15 classes, with 457 students. The questionnaires were applied in person in nine of these classes, according to the availability of previously contacted professors. It is noteworthy that in the final semesters, some subjects are directed to the individual orientation of thesis work, therefore, the classes do not always have the presence of all students in the classroom. Thus, 144 valid answers were obtained whose tabulation was performed using Excel® software and the analysis was performed using descriptive statistics.

The fourth and final stage involved a focus group with 10 students enrolled at the end of the course, which lasted 40 minutes. In addition, some data were obtained from the institutional website and also from the University's Institutional Development Plan (PDI - Plano de Desenvolvimento Institucional), the Pedagogical Political Project of the Business Scholl and the list of ongoing extension projects. These procedures led to a small reduction in relation to the initial categories mentioned in Table 1, considering that not all elements emerged in this data collection and also because the pedagogical dimension was not part of the scope of the research. Thus, content analysis was performed (BARDIN, 2011) following the categorization presented in Table 2.

Table 2 Categories and analysis elements considered in the research

	Categories	Description	Analysis Elements
Contextual	Government	Influence of legal requirement to changes	<ul style="list-style-type: none"> • National Curriculum Guidelines for Environmental Education - CNE; • Institutional Evaluation - Sinaes / INEP.
	HEI nature	influence of normative and cultural issues in the performance of HEIs.	<ul style="list-style-type: none"> • Public Nature; • Private Nature.
Organizational	Geographic location	Influence of the characteristics of the region.	<ul style="list-style-type: none"> • Regional development; • Regional culture.
	Supporting Challenges	Institution incentive to change.	<ul style="list-style-type: none"> • Top-down requirement; • Commitment of the institution; • Performance indicators; • Role of course coordination.
	Behavioral Challenges	Motivators and personal obstacles to change.	<ul style="list-style-type: none"> • Commitment; • Interest in the theme; • Resistance to change.
Curricular	Nature of the discipline	If so, how the subject(s) is/re offered to students.	<ul style="list-style-type: none"> • Compulsory discipline; • Elective discipline.
	Presence in the curriculum	How the theme Sustainability is present in the curriculum.	<ul style="list-style-type: none"> • Discipline (isolated discipline); • Cross-disciplinary (transverse); • Interdisciplinary; • Multidisciplinary; • Transdisciplinary.
	Extension	Extension projects related to the theme Sustainability.	<ul style="list-style-type: none"> • Partnership with the private sector; • Partnership with the public sector; • Partnership with civil society.
	Research	Presence of research lines on the theme Sustainability.	<ul style="list-style-type: none"> • Direct research line; • Indirect research line; • Research group.

From the above, the analysis was based on the triangulation of five different data sources: teaching plans of the disciplines of the Business school, interviews with institutional actors, focus groups and questionnaire

with students, and secondary data. Following is the analysis of the results obtained in the steps described.

Table 2 Categories and analysis elements considered in the research

	Categories	Description	Analysis Elements
Contextual	Government	Influence of legal requirement to changes	<ul style="list-style-type: none"> • National Curriculum Guidelines for Environmental Education - CNE; • Institutional Evaluation - Sinaes / INEP.
	HEI nature	influence of normative and cultural issues in the performance of HEIs.	<ul style="list-style-type: none"> • Public Nature; • Private Nature.
	Geographic location	Influence of the characteristics of the region.	<ul style="list-style-type: none"> • Regional development; • Regional culture.
Organizational	Supporting Challenges	Institution incentive to change.	<ul style="list-style-type: none"> • Top-down requirement; • Commitment of the institution; • Performance indicators; • Role of course coordination.
	Behavioral Challenges	Motivators and personal obstacles to change.	<ul style="list-style-type: none"> • Commitment; • Interest in the theme; • Resistance to change.
	Nature of the discipline	If so, how the subject(s) is/re offered to students.	<ul style="list-style-type: none"> • Compulsory discipline; • Elective discipline.
Curricular	Presence in the curriculum	How the theme Sustainability is present in the curriculum.	<ul style="list-style-type: none"> • Discipline (isolated discipline); • Cross-disciplinary (transverse); • Interdisciplinary; • Multidisciplinary; • Transdisciplinary.
	Extension	Extension projects related to the theme Sustainability.	<ul style="list-style-type: none"> • Partnership with the private sector; • Partnership with the public sector; • Partnership with civil society.
	Research	Presence of research lines on the theme Sustainability.	<ul style="list-style-type: none"> • Direct research line; • Indirect research line; • Research group.

SUSTAINABILITY UNDER THE LENS OF THE EDUCATION INSTITUTION

The focus university of this study is located in the state of Rio Grande do Sul, the southernmost state of Brazil. The region where it is inserted was, for a long time, the main leather-footwear pole of the country. However, the national footwear industry has been increasingly pressured by Asian products of similar quality but lower prices and higher priced Italian products with better image in the international market. In this sense, in search of lower cost labor and obtaining tax benefits, some companies began to move to other regions, especially to the Northeast, in cities often removed from the capitals and without tradition in the production of footwear. This phenomenon generated a diversification in the business activities of the region.

The Higher Education Institution (HEI) analyzed is characterized by its community identity, committed to regional development and technological innovation. The Institutional Development Plan (PDI - Plano de Desenvolvimento Institucional) presents as one of its operating principles Social Responsibility and Social and Environmental Sustainability and foresees them in its policies, based on several guidelines that also guide the evaluation of the political-pedagogical projects of the courses. According to the dean of education, emphasis is given to the profile of the institution's egress, which foresees, in addition to technical training, a human formation, understanding of the subject in the world: "[...] I as a subject in this world have the need to be able to identify, diagnose, promote interventions and evaluate my interventions in this world. And sustainability is permeated by many of these personal competencies" (DE). This serves as the basis for the profile of each graduating student, reflecting on the skills desired by the professionals who graduate from this institution.

It can be said that the institution seeks to be an example for the academic community, because its guidelines are not strictly towards documents or discourse. The main institutional reference for practice related to social and environmental issues is the Internal Environmental Management Group (GIGA - Grupo Interno de Gerenciamento Ambiental), which

is responsible for activities related to the effluent treatment plant (ETE - Estação de Tratamento de Efluentes) and the disposal of common, electronic and laboratory waste. According to the engineer interviewed, initially, the group was formed by teachers who gathered to give lectures in schools in the region, the focus was essentially on environmental education, and remained in this format from 1997 to 2002. With the structural expansion of the University, the need to create a sector that could manage waste was brought forth. Currently, there is a central unit where (waste center) all the sorting of materials is performed, which is later destined for recycling companies. The sector is also responsible for the proper collection and disposal of laboratory waste and collects electronics once a month, with the participation of the entire community.

GIGA allows students to get closer, through scheduled visits in conjunction with teachers who express interest. This closer look at the operation of a sewage treatment plant and the waste center allows students from various courses to experience a reality that they are often unaware of. Despite noticing an increased interest from the academic community to environmental issues, the interviewed (EGA) acknowledges that there could be even more significant participation, but many teachers are unaware of this possibility. It is suggested that there is a communication of the course coordinators to their faculty in this regard, considering, mainly, the project engineer's report:

[...] the more students are there, the better. One thing they don't know and when they get there [at the waste center] they get a little scared is the coffee cup. They don't know that this cup can't be recycled. They come and see that pile of coffee cups going to the landfill. They say: Oh, I'll start bringing my little cup' [...] I'll bring my bottle so I don't need to use plastic cup' (EGA).

Additionally, GIGA also provides guidance to the University's sanitation professionals and campus-based businesses such as banks, shops and restaurants. The report relays very positive feedback from these companies, who change their practices to reduce waste generation as well waste management (including correct separation of waste).

At the University, projects with a social perspective, such as the agreement to combat and prevent dengue illness, also deserve to be highlighted; “Força na Peruca” (Strength in the Wig), a semiannual event in partnership with the NGO “Cabelação”, which aims to collect hair strands to make wigs for children and adolescents with cancer; and the blood typing test offered by the Biomedicine course, are just some of the several projects taking place at the university.

As it is philanthropic, the incentive and the allocation of resources to extension projects is another important feature of the institution. As an example, there is the extension project Management in Solidary Enterprises linked to the Institute of which the Business School is part. This project advises Recycling Cooperatives in the Vale dos Sinos region. The vacancies for scholarship holders, paid or volunteer, allow students to relate, from a practical perspective, sustainability and management, in addition to approaching a social reality different from their own, allowing reflection and the exercise of empathy. Currently, the institution has 37 extension projects in various areas.

Another aspect considered when it comes to the relationship between HEI and Sustainability is its Own Evaluation Committee (CPA). According to the administrative coordinator interviewed, the university’s institutional evaluation program addresses sustainability from different perspectives, associated with the pillars of sustainable development (social, environmental and economic), namely: social responsibility, environmental preservation and financial sustainability. However, they primarily involve elements of adequacy considered by the Ministry of Education in course evaluations or even in the creation of new courses. Thus, in the assessment instruments used for both students, teachers and other staff, there is no specific question about social or environmental issues. Yes, there are issues related to infrastructure, which are more concerned with the structural, architectural issue of the different spaces of the University.

Although the interviewee considered it important, it was noticed that there is no movement to insert questions that make direct reference to sustainability, considering that the attempt is to reduce the current in-

strument of institutional evaluation. But how do students and teachers perceive the social and environmental practices of the institution? There is also no effective monitoring of social responsibility practices. In the words of the interviewee, “maybe sustainability is put in the background and we have not even given the due attention it deserves [in the assessment]” (CCPA). Concern was evident about infrastructure, teaching and learning processes, including teacher, monitoring, and distance learning tutors, for example. By contrast, it has become clear that there is scope and intent for this change in the instrument that evaluates the 32 campus service endeavors, which can be considered as a starting point for a more global change in institutional assessment. In this sense, the interviewee reinforces: “making an instrument is the simplest part of the process, the most complex is understanding what it is for” (CCPA) and what its consequences are.

Regarding the external evaluation (Sinaes), in the perception of the dean of education, what drew the most attention was the emphasis given to issues of innovation in the classroom, the teaching and learning processes. But specifically in relation to Sustainability:

In none of the indicators considered in the on-site evaluation, for example, which is the largest course evaluation instrument, there is none that specifically addresses the issue of Sustainability in the courses. But it permeates. [...] mainly in the items dealing with pedagogical issues, student education (DE).

However, it is worth remembering that, regarding the curricular perspective, according to the guidelines contained in the assessment instrument (INEP, 2019b), the presence of Environmental Education in the curriculum should be considered. But this fact does not guarantee the transversality of the theme. In other words, a dichotomous assessment, where the “yes or no” mark on the assessment instrument does not guarantee that the desired learning has been achieved. The Business School and focus on the curriculum is covered in the next section.

Table 3 Disciplines of the Business School with the presence of the theme Sustainability in their Teaching Plans

Discipline	Characteristics	Where it appears	How it appears
1. Foundations of Brazilian Reality and Citizenship	Compulsory	Learning program.	Society and environmental issues.
2. Philosophy		Objectives.	Man's relationship with nature; Social and ethical responsibility.
3. Theory of Organizations		Learning program.	Social and ethical responsibility.
4. Ethics			Ethics and environment.
5. Advanced Costs	Complementary Training – Finance.		Environmental Costs.
6. Safety at Work	Complementary Training – Production / Operations.	Summaries and Learning Program.	Environment concept; Occupational Environmental Risks.
7. Environmental Management System		Summaries and objectives.	Environmental variables; Minimize impacts on the environment.
8. General Ecology	Complementary Training – Humanistic.	Objectives.	Preservation of the environment; Relationship of humans with the environment.

BUSINESS SCHOOL AND SUSTAINABILITY IN THE CURRICULUM

The University currently offers 51 undergraduate courses. According to the Pedagogical Political Project of the Administration Course, among its objectives, the importance given to training considering citizenship, critical vision, ethical sense and social responsibility is highlighted. The changes in the local economy also generated changes in the course that, until the 1990s, had mainly students of the leather footwear sector active in the companies of the region. This reality also applied to the faculty, formed basically by professionals of this same segment. Currently, there is a group of students with diverse demands.

The course offers academics a list of specific subjects responsible for general management training, and also offers a group of optional subjects organized to provide specific knowledge in the areas of marketing, production/operation, social sciences, human resources and finance. In the first semester of 2018, the course had approximately 910 students enrolled and a curriculum offering of 75 subjects.

As detailed in the methodology section, in the process of searching, along the Summaries, Learning Objectives and Programs of each Teaching Plan, the following keywords were used: Sustainability, Sustainable Development and Social-Environmental - Social / Environmental. From a careful reading of all Teaching Plans, it was also observed the presence of related terms, such as: nature, ethics, green, waste, recycling, reverse logistics, conscious consumption, etc.

The relationship, direct or indirect, with the theme Sustainability was identified in 9 subjects, being 4 compulsory and 5 optional. Table 3 presents the configuration found. In the Strategic Marketing discipline, the term "Sustainability" was found, but explicitly related to maintaining the company in the market, so the discipline is not in the table. In addition, the three optional subjects that have not yet been offered, as detailed in the methodological procedures, include the Social Responsibility and Ethics discipline, whose relationship would be direct and explicit with the theme under analysis.

In addition to the disciplines already mentioned, there is also the Introduction to Business, offered in the 1st semester, in which there is the possibility of an indirect relationship with Sustainability, taking into consideration that the learning plan brings the role of the administrator in front of the new paradigms. This however, depends solely on the interest of the teacher. In the perception of the coordinator of the Business School, sustainability is indeed a multidisciplinary theme that is increasingly present in the daily lives of companies and society in general. The interviewee recognizes the fact that the topic is not addressed in all areas, given that there is no formal orientation of the institution or course to make this happen.

Authors such as Lessa, Spier and Nascimento (2018), Setó-Pamies and Papaoikonomou (2016), Figueiró and Raufflet (2015), Kurucz, Colbert and Marcus (2013), and Thomas, Hergarty and Holdsworth (2012) present in their works, organizational, pedagogical, conceptual and even behavioral barriers to an effective integration of Sustainability in management education. But for the interviewed coordinator, there is hardly any resistance to proposals of this nature, taking into account the profile of the institution and the current group of teachers. In his view, it would be like being against, for example, digital advancement, something necessary, enriching and inevitable.

In the perception of the dean, one element that can hinder the process of change is the conceptions of each individual, cultural issues. The fact that people tend not to understand the solution but the problems, something that is intrinsic to each other's understanding, concepts and prejudices. To exemplify, the interviewed brings that:

it is no use for the person to make a classroom speech to the student saying - we need to think about the environmental issue, which obviously involves the economic issue, which obviously comes from the social issue - if he himself thinks it is horrible to be gifted a reusable cup, because there will no longer be a plastic cup in the teachers' room (DE).

Linked to teaching practice, it was noticed that there is no follow-up about the didactics and practices in the classroom, including those that go

beyond the teaching plan and are offered voluntarily, according to the interest and availability of the teacher. Thus, on the one hand, even in the disciplines in which sustainability is not explicitly stated, it cannot be stated that the subject is not brought up at some point. On the other hand, even if explicit in the Teaching Plan does not mean that there is criticality or reflection about the content. It can be inferred that it involves a relationship of dependence with the professors. An example of this situation was highlighted precisely by the interviewed coordinator. The Marketing discipline, which he teaches, does not bring an explicit relationship with the theme sustainability in its Teaching Plan, as mentioned earlier. But it addresses a new strategic alternative for the development of organizations, Marketing 3.0, a model that, according to him, allows discussions related to different perspectives of sustainability.

Another example is the Entrepreneurship and Business Plan discipline which also does not explicitly present the theme in its Teaching Plan. However, in one of the classes, one of the professors of the subject invites a scholar who works with Social Entrepreneurship to discuss the subject and encourage students to consider this perspective in the creation of business. It is an isolated action that denotes the dependence of professors who work directly with the theme and who voluntarily are willing to take the subject to classes.

The coordinator mentions not realizing a great demand for the subject when it comes to research focused on undergraduate thesis work. This may be related to the fact that there is no compulsory subject, with sustainability as a research theme directly related to only three professors of the course. These professors also coordinate Scientific Initiation projects in the area, which enables students to get closer to the subject, either as scholars or as volunteers.

It is important to note that during the data collection the course curriculum reform was being planned. This reform foresees the offer of the Social and Environmental Management discipline and also the Social Entrepreneurship that will be worked from the perspective of Social Innovation. This inclusion, although not referring to transversality, ensures that

the theme is presented to students from different perspectives. In addition, another element that has received more and more attention from the institution is the teaching activity, based on the practice and promotion of experiences for students. In this scenario, the “coordinator is no longer just a coordinator, [...] for the teacher to be a good conductor, the coordinator has to be a good conductor [...]” (DE), in order to make a connection with the teachers and with the institutional objectives.

In line with this, in this process of curriculum change, which over time will cover all courses, the dean of education reinforces the presence of extension activities in part of the subjects, the so-called extension curriculum. Considering that “reality always brings the need to think about Sustainability” (DE), this practice will contribute to the presence of the theme in teaching, as it will involve diagnosis, intervention and evaluation of activities performed by students. Thus, according to the dean interviewed, these contexts that are transversal as Innovation, Entrepreneurship and Sustainability, the teacher will be better able to work in a practical, experiential perspective.

THE VISION OF FUTURE MANAGERS

The quantitative stage of this research, carried out with students enrolled in the final semesters of the degree, indicates a certain myopia in the understanding of the subject. Most respondents associate sustainability or sustainable development with environmental preservation or waste reduction (39%) and 21% associate concern with the next generations. Social questions were practically nonexistent in the answers. In the focus group, the same occurred. To refer to sustainability or sustainable development, everyone used terms such as: 'do not harm nature'; 'Reuse of materials'; 'Use recycled materials'; "environmental sustainability"; "Think about tomorrow, especially in relation to the environment"; 'Give the right destination for industry waste', just to name a few. When discussed about the social perspective, some students expressed that it is usually the responsibility of the people management industry. It therefore involves a rather reductionist view of the subject. This finding is in line with that brought by Demajorovic e Silva (2012); Richter and Schumacher (2011); and Benn and Dunphy (2009).

Regarding the training of managers, 98% considered the presence of the theme sustainability extremely important or important during their training. However, only 36% understand that it is related to all areas of the company. In the focus group, the skeptical opinion of most participants about the role played by managers draws attention. Responses revolved around enforcement to avoid fines. They also perceive the practice of sustainability in companies merely as a strategy to generate a positive image, to capture or retain customers; Additionally, cost savings from energy saving, for example, were mentioned.

Associated with this, 58% of students do not feel prepared to work in the area or propose projects related to the theme and only 16% mention having noticed the presence of the theme in disciplines of different areas throughout the course, which highlight: Entrepreneurship and Plan Business, Innovation Management, Operations Management, Marketing and Organizational Theories I and II. Still, when asked about studies on the subject throughout the course, 72% said they had informal contact through

some readings, videos presented in class, and examples given by some professors. This is a significant percentage, but the fact that they do not feel prepared to work in the area denotes a possible superficiality in the way the subject is being taught, as highlighted by Brunstein, Sambiase and Brunnquell (2018); Figueiró (2015); Sharma and Hart (2014); and Carvalho, Brunstein and Godoy (2014).

The above was reinforced by the focus group. In bringing to the debate whether during the course they had participated in studies and discussions on the subject, most students indicate that, if any, it was on specific classes. The most concrete memory is mainly related to the topics studied in the discipline of Fundamentals of Brazilian Reality. The following account translates the above:

I had class with several professors, [...] if you evaluate, it goes from the professor's profile to, make this comment or not. Some did not comment anything, others commented. Of the seven, eight classes I have, I think [adding] did not give a [complete] class on the subject. But, I will say again, it is in the interest of those who are passing by and the student himself, to seek and do a class work. It is a personal will to change. I believe most have, maybe do not know how to do. I think this weighs a lot (GF).

Given this, it can be said that the transversality, in other words, the presence of the theme in different areas and subjects depends exclusively on the interest and initiative of professors, reinforcing one of the main challenges of the relationship between education and sustainability, highlighted by Richter and Schumacher (2011) and Davis et al. (2003). In this sense, it was mentioned by two participants that, when so many managers are trained by the institution, it is important that there is at least one compulsory discipline that deals specifically with the subject. This claim was eventually met in the curricular reform carried out whose offer will include the discipline of Social and Environmental Management and also Social Entrepreneurship, as already mentioned. Still, students suggest that other disciplines may also address the topic, such as a focus on social inclusion in people management disciplines, a strongly reinforced suggestion during speech.

The importance of deepening the theme is reinforced as the focus group participants are not prepared to propose projects or initiatives on the theme, just something more basic, such as the separation of garbage mentioned by three students. Even considering that the culture change in organizations must come from the managers, there were rare moments of security when talking about the subject. The following expressions corroborate the above: 'we do not master the subject'; 'We don't have such deep knowledge'. In a complementary way: "I have a degree in environmental technician, so I think so, but not from the Business School [...]"; "Now leaving the University as a manager I have a vision of innovation. Like, "Oh, let's automate this," or "this here would automate," but sustainable issues, I don't feel prepared today.

It is also understood that extracurricular activities are fundamental to ensure the contact of students with social and/or environmental issues. When asked about the opportunity to participate in projects related to Sustainability, proposed by the Business School or by the University as a whole, only 40% indicated to know projects of this type within the University. Of these, 10% mentioned GIGA (Internal Group for Environmental Management) as the main responsible for its elaboration and disclosure. These low percentages indicate the need for greater dissemination of social and/or environmental projects and practices carried out in the university environment, as well as the opportunity for students to get involved in this scenario.

Finally, it was noticed that the MEC, at the moment of the course evaluation, is not emphatic when considering the transversality of the theme, as indicated by its own guideline. According to Petarnella, Silveira and Machado (2017), currently, policies that integrate education and sustainability are almost nil and there is little strict and, therefore, effective legislation on the subject. Thus, in Brazil, given that transversality is not mandatory, the fact that there is a discipline, even if it is optional, already fulfills the legal requirement. This, in fact, does not guarantee a systemic and critical view of the relationship between sustainability issues and the different areas of management.

From the discussion presented, Table 4 presents the main findings of the research with the categories and elements of analysis considered.

Table 4 Thematic Sustainability in Business School

	Categories	Analysis Elements	University Business School
Contextual	Government	<ul style="list-style-type: none"> • Influence of legal requirement on changes. 	Institutional evaluation raises a concern mainly focused on the profile of the graduate, teaching practice and structural issues.
	HEI Nature	<ul style="list-style-type: none"> • Public Nature; • Private Nature. 	Private, community, philanthropic institution.
	Geographic location	<ul style="list-style-type: none"> • Regional development; • Regional culture. 	Diversified economy, from the leather footwear crisis. With this, culture more prone to innovation.
Organizational	Supporting Challenges	<ul style="list-style-type: none"> • Top-down requirement; • Commitment of the institution; • Role of course coordination. 	<p>There is no top-down requirement, although it appears directly and indirectly in the PDI;</p> <p>Social Responsibility Practices;</p> <p>Training offered by GIGA to third parties and cleaning and maintenance staff;</p> <p>Broad incentive for extension projects;</p> <p>Course coordination understands that there is no transversal presence of the theme in training.</p>
	Behavioral Challenges	<ul style="list-style-type: none"> • Commitment; • Interest in the theme; • Resistance to change. 	<p>Despite understandings of the importance of the theme and already implemented organizational practices, a larger more effective commitment is necessary in students' learning;</p> <p>Issues regarding the cultural background of the individual might generate resistance;</p> <p>From an administrative perspective, there would be no resistance in the case of re-designing the curriculum.</p>

to be continued...

... continuation

Curricular	Nature of the discipline	<ul style="list-style-type: none"> • Required discipline; • Elective subject. 	<p>Curricular reform providing for two compulsory disciplines (Social and Environmental Management and Social Entrepreneurship);</p> <p>Elective subject offered in other courses: Environmental Management System;</p> <p>Elective discipline offered in Administration: Social Responsibility and Ethics.</p>
	Presence in the curriculum	<ul style="list-style-type: none"> • Discipline; • Cross-disciplinary; • Interdisciplinary; • Multidisciplinary; • Transdisciplinary. 	<p>Presence of the subject in some compulsory and elective subjects, therefore, is not characterized as transversal;</p> <p>Offer of the (elective) discipline of Environmental Management System which does not guarantee the full presence of the subject in the training.</p>
	Extension	<ul style="list-style-type: none"> • Partnership with the private sector; • Partnership with the public sector; • Partnership with civil society. 	<p>The extension project linked to the Management Course has a partnership with the City Hall and works with society with an emphasis on income generation for waste pickers.</p>
	Research	<ul style="list-style-type: none"> • Direct research line; • Indirect research line; • Research group. 	<p>Direct research by three teachers working in the area, including the coordination of Scientific Initiation projects and research groups.</p>

From the above, the following are the final considerations about the results discussed in this section.

FINAL CONSIDERATIONS

This research aimed to analyze the extent to which contextual, organizational and curricular elements collaborate to higher education in Business School from the perspective of sustainability. Data collection made use of the Teaching Plans of the 75 subjects offered in the program, as well as interviews with four key institutional actors for contextual and organizational understanding. In addition, the institution's PDI and course PPC were used and questionnaires were applied to students enrolled in the last two semesters of the course. In order to deepen the understanding of the data obtained in the previous stages, a focus group was also held with students at the end of the course.

First, from the contextual perspective, it can be said that the external institutional evaluation (Sinaes) exerts greater influence on the infrastructure, teaching practice and profile of the egress. Sustainability permeates mainly the profile of the graduate and is considered by the assessment instrument only in a dichotomous way (yes or no) regarding the presence of some discipline, even if elective, on the subject.

In the organizational dimension, it is evident that there are mainly social practices, but they seem to derive more from the community and philanthropic characteristics of the institution than from a strategic bias. It can be said that the presence of GIGA institutionalizes the importance of the environmental issue before the academic community, and greater communication about its activities with teachers can stimulate the approach with students through technical visits. The CPA can play a more active role in terms of greater understanding of the impact of socio-environmental actions and activities offered by HEI. Including such elements in the assessment may provide strategic direction for the institution.

Regarding the Business School, the analyzed Teaching Plans, based on the keywords mentioned in the methodological procedures, show that the sustainability theme is present in nine subjects offered, as follows: of the 38 compulsory subjects offered by the program, four present direct relationship with the theme under analysis; and among the 34 optional disci-

plines, four also make this relationship, keeping in mind that the fifth discipline (Strategic Marketing) has one of the keywords, but with a different connotation from the one considered in this research. This demonstrates that the theme is present only in a punctual way in some first and second semester subjects and in others of optional category.

The results allow us to infer that, although there is no formal orientation of the course, the coordination recognizes the importance of the theme for both students and organizations and society in general. In line with this, during the data collection process, the curriculum reform of the course was being elaborated, which foresees the offer of two compulsory subjects directly linked to the theme: social and environmental management and social entrepreneurship. This is considered a very significant advance, and may lead to developments that also lead to a greater interest in research on the subject in the concluding works, as well as a change in students' perception that sustainability is only linked to the environment.

In the perception of the respondents and participants of the focus group, it is possible to affirm that, until that moment, the theme was rarely or superficially explored in the classroom and, when brought forth, was informal, which ended up making students insecure in their abilities to work with such subjects in their professional environment. The aim is for the above disciplines to change this scenario. Many students do not identify in the organizations in which projects related to the theme operate, which does not allow a direct contact with the subject (within the management) outside the classroom. This statement sets a precedent for reflecting on the importance that this professional is proponent or even a disseminator of practices and strategies that take into account social and environmental issues. It also provides opportunities for a movement that encourages greater student participation in extension projects.

The course, even if it addresses the theme analyzed, is still in need of further study and also explore the various possibilities of interdisciplinarity that the subject provides. In addition, there is a need for greater dissemination of practices and projects so that academics have the opportunity for more active learning, including working on projects with the community.

Society in general needs changes in the way of living - with each other and with the environment - and this will only be possible through education. In view of the above, the aim is to enable the professional formation of more conscious managers who can stimulate and propose effective changes with the ecosystem that is part of it, something increasingly necessary in a world lacking professionals who consider the human being and his relationship with the surrounding environment. The sustainability theme involves, among many other issues, social responsibility, shared value generation, diversity and inclusion management, ethics, cleaner production, social finance, social marketing, social entrepreneurship and impact business, reverse logistics, just to name a few. What is expected is the full training of a critical and reflective professional on these issues and all the opportunities they offer.

As a suggestion of future research, there is the collection of data with the professors of Business Administration, considering the pedagogical dimension; and conducting an interview with members of the NDE - Núcleo Docente Estruturante (Structuring Teaching Core). From the curriculum change, it is indicated to conduct a comparative study between the graduates linked to the different curricula. Comparative studies with other institutions are also indicated, as well as their replication in undergraduate courses in other areas and postgraduate. Finally, the discussion in the light of institutional theory is also suggested, especially considering the influence of the contextual and organizational dimensions on the curricular matrix and the pedagogical practices of the courses.

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ABOUT THE AUTHORS

PAOLA SCHMITT FIGUEIRÓ *paolaadm@gmail.com*

Ph.D in Business Administration - UFRGS

Institutional bond: Feevale University

Novo Hamburgo/RS - Brazil

Area of interest in research: Education for Sustainability, Social Innovation, Businesses with Social Impact.

ERS 239, 2755 Vila Nova Novo Hamburgo/RS 93525-075

GUILHERME FROZZA FELIX DA SILVA *phellycs@gmail.com*

Bachelor of Business Administration

Institutional bond: Feevale University

Novo Hamburgo/RS - Brazil

Area of interest in research: Education for Sustainability, Diversity Management and Social Inclusion, Businesses with Social Impact.

ARIANA RAQUEL PHILERENO *ariana.philereno@hotmail.com*

Bachelor of Business Administration

Institutional bond: Feevale University

Novo Hamburgo/RS - Brazil

Area of interest in research: Education for Sustainability, Diversity Management and Social Inclusion, Businesses with Social Impact.